



**National Training and
Development Curriculum**
FOR FOSTER AND ADOPTIVE PARENTS



CHILD DEVELOPMENT

FACILITATOR CLASSROOM GUIDE
Modified December 11, 2019



PREPARATION

To prepare for this class, you should:

- Review the facilitator preparation information included in this Guide along with the handouts, the appropriate material in the Participant Resource Manual and the NTDC Facilitator Manual. The NTDC Facilitator Manual includes tips and instructions for facilitating the activities in the theme. All of this information will help you to familiarize yourself with the materials for this theme and plan how you will facilitate the theme.
- Review the Pework so you are familiar with it.
- Review the Resources for this theme (listed on the Portal).
- Develop an agenda that includes this theme and any other themes you will be conducting along with it during the class.
- Bring copies of the handouts that are listed on the Materials and Handouts list provided in this Guide along with any materials you need for the activities.
- Review any videos or other electronic media used in this theme, if any, and plan the mechanics of how you will present them. Media for this theme are listed in the Materials and Handouts slide. Review the instructions for each media clip (e.g. to pause or stop at a particular time stamp). How you will show them depends on your site's capabilities and how they are provided. Possibilities include:
 - Play them from a flash drive or the computer's hard drive using a media player app
 - Link to them in the NTDC portal
 - Please note that all clips from Instant Family movie must be played directly from the Instant Family DVD
- Ensure that a room is available and set up, with the following:
 - Enough tables and chairs for all participants
 - Projector and screen (check that it works with the computer you will be using)
- Practice playing the media for the theme. Ensure that you have the files and apps you need, that your links and connections work, and that you know when to pause or stop the media clip if appropriate.



MATERIALS AND HANDOUTS

FACILITATOR'S NOTE

- Participants are expected to bring the Participant Resource Manual to every session

MATERIALS NEEDED

You will need:

- A screen and projector. (Test before the session with the computer and cables you will use.)
- A flipchart or whiteboard and markers for several of the activities. A flipchart with a sticky backing on each sheet may be useful so you can post completed flipchart sheets on the wall for reference.
- Name tent cards (distribute the name tent cards made during the introduction and welcome)

HANDOUTS

Before the session begins, assemble and have the following handouts ready for today:

One for each participant (plus a few extra)

- Color Wheel of Emotions
- US Centers for Disease Control Positive Parenting Tips
 - CDC Tip Sheet infants-0-1-w-npa.pdf
 - CDC Tip Sheet toddlers-1-2-w-npa.pdf
 - CDC Tip Sheet toddlers-2-3-w-npa.pdf
 - CDC Tip Sheet preschoolers-3-5-w-npa.pdf
 - CDC Tip Sheet middle-childhood-6-8-w-npa.pdf
 - CDC Tip Sheet middle-childhood-9-11-w-npa.pdf
 - CDC Tip Sheet young-teen-12-14-w-npa.pdf
 - CDC Tip Sheet teen-15-17-w-npa.pdf
- Broad Developmental Themes from Birth to age 21 Years
- Post test

You will distribute the Color Wheel of Emotions handout as participants assemble for the class and the others immediately prior to facilitating each activity.

VIDEOS AND PODCASTS

This theme uses the following media as classroom elements.

- None



THEME AND COMPETENCIES

FACILITATOR'S NOTE

Prior to the session, review the theme and competencies. You will not read these aloud to participants. Participants can access the knowledge and skill competencies in in their **Participant Resource Manual**.

Theme: Child Development

Understand typical child development as well as disrupted child development; understand developmental delays and how to meet children's developmental needs; recognize the unique challenges associated with parenting children from each developmental stage.

Competencies

Knowledge

- Understand typical child development as well as disrupted child development.
- Understand developmental delays and how to meet children's developmental needs.
- Recognize the unique challenges associated with parenting children from each developmental stage.

Attitudes

- Believe it is important to support children in reaching their unique and full developmental potential.
- Commit to parenting children based upon their developmental level and not their chronological age.

There is no skill competency for this theme.



PARTICIPANT PREWORK SUMMARY

See the participant prework summary that is found on the portal.



SUGGESTED THEME AGENDA

FACILITATOR'S NOTE

This slide shows a suggested agenda and timing for this theme. Before the session, please review this agenda and incorporate it into your overall agenda for this and any other themes you are conducting along with it.

AGENDA

This theme is divided into four sections. This content is based on 1 hour of class material.

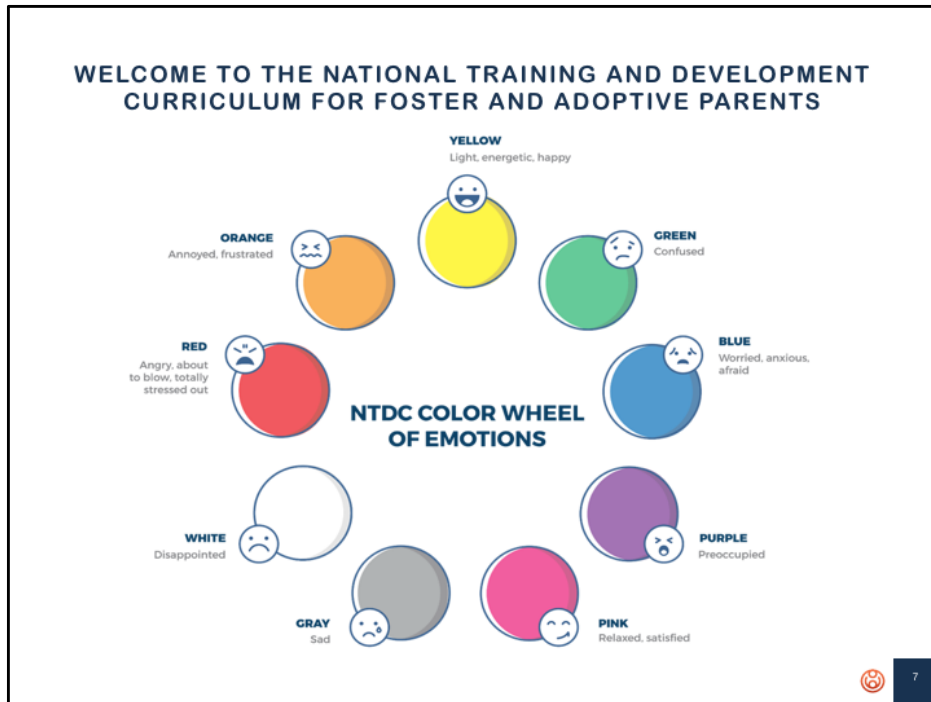
Prior to the Session start time	Color Wheel of Emotions exercise
10 minutes	Section 1: Welcome and Introduction
20 minutes	Section 2: Typical Child Development
20 minutes	Section 3: Chronological Vs. Developmental Age
10 minutes	Section 4: Wrap-Up

BEFORE YOU BEGIN THE CLASS

Before discussing the Color Wheel of Emotions and covering the content of this theme, you should do the following:

- Make any announcements that are needed regarding the training, timing of training, or process to become a foster or adoptive parent.
- Take out the **Participant Resource Manual** and direct participants to this theme in their Manual. Remind learners that the Competencies for today's theme are in their Manual.
- Review the agenda for the theme.
- Encourage participants to be engaged and active learners.
- Encourage participants to contact you in between classes with any questions and/or concerns. (Prior to class, list the name(s) of the facilitators on the board with contact information.)
- Remind participants to put out their name tents (these can either be made by the participants during the first class or the agency can print out name tents and provide them to the participants at the first class).





FACILITATOR'S NOTE

Have this slide showing onscreen as participants assemble for the first class of the day. As participants come in, welcome them back, give participants a Color Wheel handout, and ask them to take a few minutes to do a self-check in. Once all participants have entered the room and been given a few minutes to complete the Color Wheel, reintroduce the concept. **NOTE:** The Color Wheel should only be done one time per day, before the first theme of the day. If combining several themes together on one day, facilitate the Color Wheel at the beginning of the first class of the day as participants are coming into the room.

SAY

Welcome back. We are so glad that you have taken time out of your day to join us for another exciting learning opportunity. As you recall, tuning in to how you're doing on a daily basis may not be something everyone here is used to, but this type of regular self-check is critical for parents who are adopting or fostering children who may have experienced trauma, separation, or loss as it will be helpful to become and stay aware of your own state of mind. It may seem like a simple exercise, but be assured that knowing how we're doing on any given day strengthens our ability to know when and how we need to get support and/or need a different balance. Doing this type of check in will also help us to teach and/or model this skill for children as well!

DO

Wait a little while to give participants time to check in with the Color Wheel.

SAY

Now that everybody has had the opportunity to do a quick check in, would one person like to share what colors they landed on today for the Color Wheel?

DO

Call on someone who volunteers to share their colors. If a challenging emotion or feeling is shared, thank the person and acknowledge their courage in sharing, pause for a moment, encourage everyone to take a deep breath, and transition to beginning the theme.





CHILD DEVELOPMENT

Modified January 9, 2020

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FACILITATOR'S NOTE

Show this slide briefly just before you start the session.

SAY

Let's get started! Welcome to the Child Development theme.



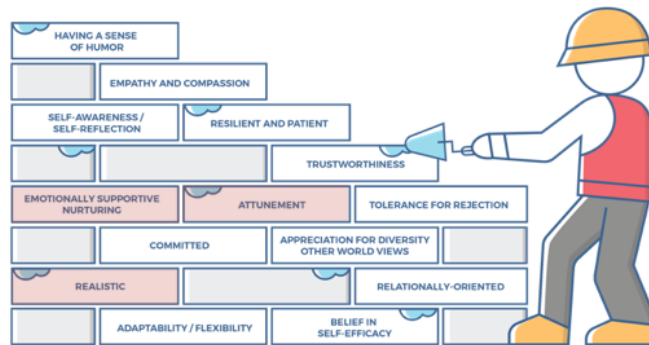
FACILITATOR'S NOTE

The opening quote slide should only be used for the first theme of the day. If combining several themes together on one day, the opening quote slide would only be shown after the Color Wheel at the beginning of the first theme. It is important to always emphasize with this slide that this type of parenting involves lifelong learning and it will be critical for families to be invested in their own learning before and after a child is placed in their home.

PARAPHRASE

We are excited to share this lesson with all of you today. We are going to start with Child Development. As the slide states, this information will help to develop your capacity to support children and families. This type of parenting will require continuous learning. So let's dive in and see what important information we have to share with you today.

CHARACTERISTICS OF SUCCESSFUL FOSTER AND ADOPTIVE PARENTS



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FACILITATOR'S NOTE

This slide is shown at the start of each theme. Although the graphic will remain the same, the bricks that are colored in red will change based on the characteristics that will be touched upon in this theme. The characteristics were obtained from review of literature, stakeholder interviews, and review of existing curricula. We want families to become very acquainted with these characteristics throughout the training. It is important to note that in addition to the characteristics that are highlighted in red, there may be additional characteristics that are touched upon during the theme. Facilitators should try to connect these characteristics to the information they are sharing throughout the training. Remind participants that their Participant Resource Manual contains the definitions for these characteristics and encourage them to turn to this page of their manual when viewing this slide.

Throughout the curriculum, the characteristics listed below will be highlighted.

SAY

There are 14 characteristics of successful foster and adoptive parents. The Child Development theme will cover the following characteristics:

- Emotionally supportive/Nurturing
- Attunement-
- Realistic

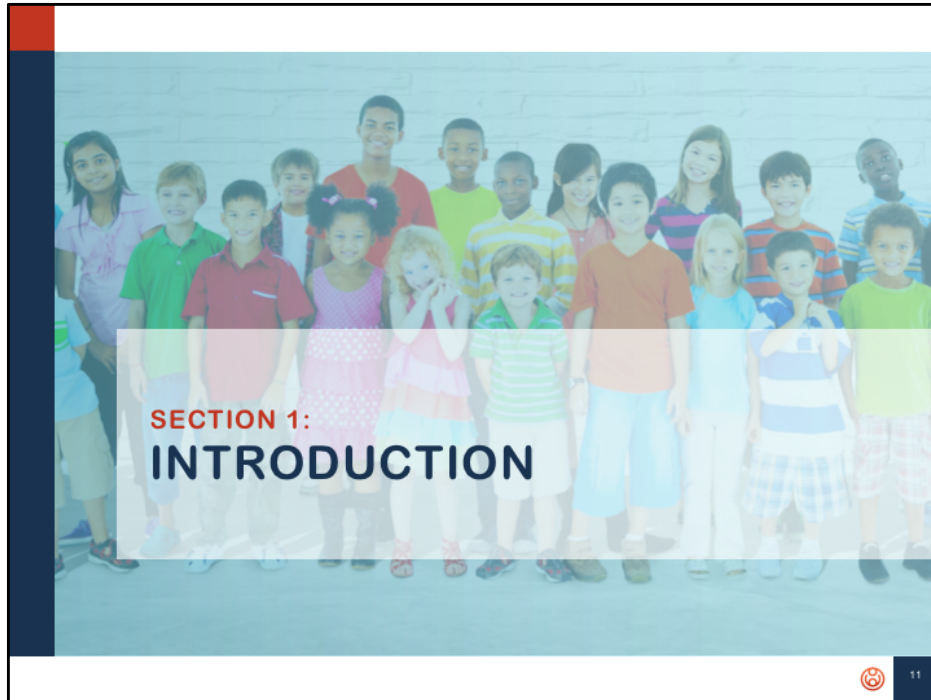
We will point out how these characteristics apply as we go through this theme. We also encourage all of you to make these connections as we move through the theme



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material, and when you do, to let us know.





PARAPHRASE the following points, pausing in between each bullet

- Children grow and develop in different ways.
- In children who have experienced trauma-including many children who have been fostered or adopted-the trauma can disrupt the child's development.
- It is important to build a basic foundation for understanding child development, so you can better understand and meet the child's needs.
- This theme will help you build your understanding of child development.

THEME: CHILD DEVELOPMENT



FACILITATOR'S NOTE

This Bridge slide is intended to:

- To help participants process Prewrite materials and what was learned.
- Review and reinforce key elements in case participants did not do the Prewrite.
- Segue to class material.

Spend about 10 minutes on this discussion.

SAY

Hopefully everyone had a chance to do the Prewrite activities. Let's spend a few minutes reviewing and reflecting on them.

FACILITATOR'S NOTE

Reinforce the following points.

- Healthy child development depends on supportive and nurturing parenting, building a foundation of safety and trust.
- When very young children face different types of trauma or neglect, their brains grow and develop differently from children who have not experienced hardship.
- A child's brain grows and works best when they have parents and other caregivers that provide nurture and responsive parenting, leading to a sense of safety. When children feel safe with their primary caregivers, they can also reach beyond that foundation, expand their relationships, and learn new skills. This not only helps their brains grow, best but can also help children heal and recover from hardships

they may face.

- Children who have experienced early childhood trauma often experience delays in their development in some or all areas, as the trauma affects the brain's development. Developmental milestones may be delayed or lost as a result of the trauma.
- Some children simply develop more slowly than other children of the same age, even in the absence of trauma. This is called a developmental delay, which may be noticed from birth or at an older age. Other children may develop as expected, but at some point can no longer do things they could do before. This is called a developmental regression. It will be important that you partner with the professionals involved in the child's life who can help you provide what the child needs to help them make progress in their growth and development, including early intervention services, such as additional help in the preschool setting, speech or occupational therapy services.

ASK

Does anyone have any thoughts or questions at this point or are we ready to dive in?

FACILITATOR'S NOTE

Address any thoughts or questions as appropriate.





FACILITATOR'S NOTE

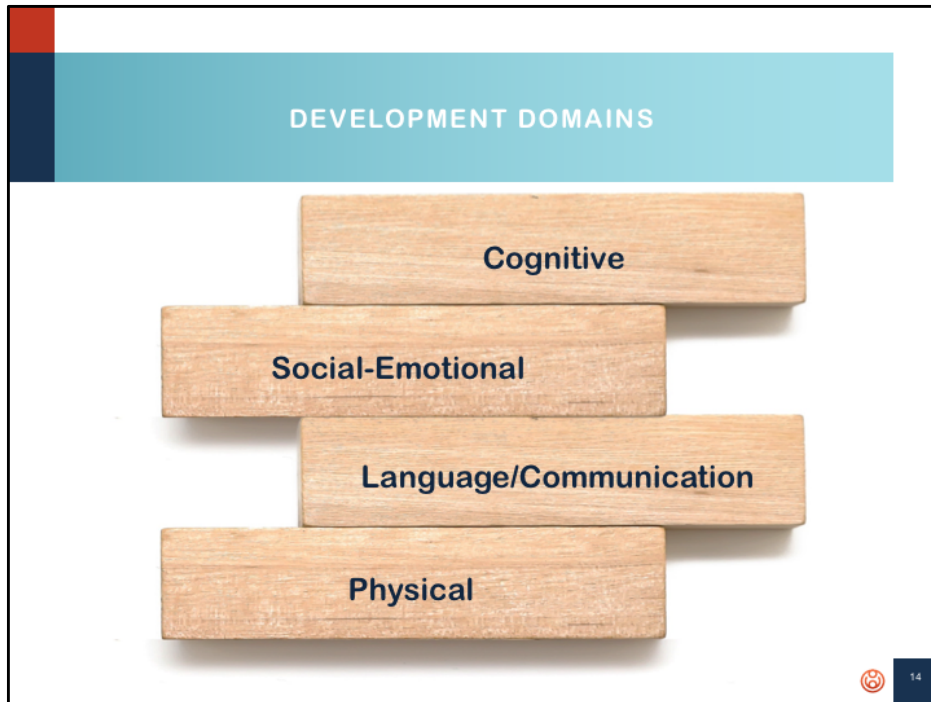
This section will take approximately 20 minutes:

- 10 minutes: lecture
- 10 minutes: discussion of US Centers for Disease Control and Prevention (CDC) tip sheets

Point out to participants that being aware of the child's development stages will help parents who are fostering or adopting be attuned to the child's needs (characteristic).

SAY

It is important for parents who foster and adopt to have a basic understanding of typical child development, as well as disrupted child development when it occurs. By understanding a child's developmental delays, parents will more fully understand how to meet the child's developmental needs and how to be a partner with the child's caseworker, doctors, nurses, teachers, and other professionals to help that child reach their potential.



SAY

There are many domains of development, including physical, language/communication, social-emotional, relationship, cognitive, problem solving, gross motor, fine motor, spiritual, moral, sexual, and many others. It is important to note that development is sequential, and as with building blocks, each skill is built on the foundation of the ones that come before. Today, we will focus on four main domains of development:

- Physical
- Language/Communication
- Social-Emotional
- Cognitive

There are many steps in the developmental process, and each child moves along at their own unique pace. Today we will concentrate on these four important areas.

DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				



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SAY

Let's look the Developmental Chart with examples of milestones to be accomplished in each developmental stage.

DO

Distribute the Broad Developmental Themes from Birth to Age 21 Years handout.



DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				



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SAY

Look at this chart in your handout, and follow along as we walk through the developmental boxes from left to right for middle childhood-age 48 to 60 months (4 to 5 years).



DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				

- Able to climb, hop on one foot, kick, throw & catch
- Can stand on one foot for 3-5 seconds
- Walks up and down stairs without help
- Fine motor skills advance/button, draw, use a zipper
- Increased height & muscle mass change body shape
- Day & night bladder/bowel control achieved

FACILITATOR'S NOTE

It is not necessary to go through every milestone in detail; the goal is to ensure participants realize there are different developmental domains and to give them an impression of what the different domains are.

DO

Briefly discuss the Physical developmental milestones for middle childhood shown on the slide.

DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				

- Vocabulary is 2,000+ words
- Can speak in full sentences & be understood easily
- Able to follow 2 or 3-part directions ("Take this book to your room, get your jacket and meet me in the kitchen.")
- Recognizes familiar word signs (like "stop")
- Recognizes & can print some letters, words, & numbers

FACILITATOR'S NOTE

It is not necessary to go through every milestone in detail; the goal is to ensure participants realize there are different developmental domains and to give them an impression of what the different domains are.

DO

Briefly discuss the Language developmental milestones for middle childhood shown on the slide.

DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				

- Can dress/undress & brush teeth
- Can ask for help before becoming frustrated
- Better at expressing anger verbally over physically
- Engages in extended associative play with other children
- Enjoys imaginative play and dress-up
- Likes playing games, but rules may be changed often

FACILITATOR'S NOTE

It is not necessary to go through every milestone in detail; the goal is to ensure participants realize there are different developmental domains and to give them an impression of what the different domains are.

DO

Briefly discuss the Social-Emotional developmental milestones for middle childhood shown on the slide.

DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				

- Understands the order of daily activities (breakfast, lunch, dinner, bedtime, etc.)
- Count ten or more objects
- Correctly name at least four colors & three shapes
- Able to draw a person with a body & limbs
- Can copy a circle, square, or other simple shapes



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FACILITATOR'S NOTE

It is not necessary to go through every milestone in detail; the goal is to ensure participants realize there are different developmental domains and to give them an impression of what the different domains are.

DO

Briefly discuss the Cognitive developmental milestones for middle childhood shown on the slide.

SAY

Notice that this handout contains only a few major developmental domains (Physical, Language, Social-Emotional and Cognitive) for each age, but they are enough for us to see the progression from one stage to the next.

DO

Give participants a chance to ask questions or comment.

Facilitate a brief discussion as appropriate.

Feel free to refer participants to the Broad Developmental Themes handout if needed.



DEVELOPMENTAL STAGES AND MILESTONES

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
Infancy (0-12 months)				
Early Toddler (12-24 months)				
Late Toddler (24-36 months)				
Early Childhood (36-48 months)				
Middle Childhood (48-60 months)				
Late Childhood (60-72 months)				
Early Latency (6-7 years)				
Late Latency (8-10 years)				
Early Adolescence (11-14 years)				
Middle Adolescence (15-17 years)				
Late Adolescent (18-21 years)				



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SAY

Next, follow Language Development down from age 0 to 12 months to age 18 to 21 years. Notice that the developmental process builds on early (or foundational) abilities and gradually moves toward more advanced or mature levels at age 18 to 21.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Early vocalizations (cooing, babbling)▪ Back-and-forth vocal exchanges▪ Can mimic adult conversations with vocalizations▪ May sign simple words at 1 year, if taught▪ Single words may come late in this range, or may have special sounds for caregiver(s), food, pets, etc.
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and to give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for infancy shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Typically 50 words by 18 months▪ 200 words by 24 months▪ Looks at caregiver (social referencing) as a means for communicating with caregiver in times of ambiguity or stress▪ Can understand and respond to words
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

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- Feel free to skip some slides.
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DO

Briefly discuss the Language developmental milestones for Early Toddlers shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Says 200+ words & can answer simple questions▪ Points to things when they are named▪ Knows names of familiar people, says sentences with two to four words▪ Can follow 1-2 step instructions▪ Knows names of body parts
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and to give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for late toddlers shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ 500-1,000 words in expressive & receptive language▪ Able to say name and age▪ Can answer simple questions▪ Speaks in 5-6-word sentences▪ Speaks clearly & can be understood by caregivers▪ Understands “on”, “in,” & “under”
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and to give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for early childhood shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	▪ Vocabulary is 2,000+ words
Early Toddler (12-24 months)	▪ Can speak in full sentences & be understood easily
Late Toddler (24-36 months)	▪ Able to follow 2-3 part directions ("Take this book to your room, get your jacket ,and meet me in the kitchen.")
Early Childhood (36-48 months)	▪ Recognizes familiar word signs (like "stop")
Middle Childhood (48-60 months)	▪ Recognizes & can print some letters words & numbers
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and to give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for middle childhood shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Expressive vocabulary of 3,000+ words▪ Able to carry on an interesting conversation▪ Can answer simple questions easily & logically▪ Enjoys singing, rhyming, & making up words▪ Can recite phone number & address, if taught▪ Can speak in future tense ("My birthday is tomorrow.")
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
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DO

Briefly discuss the Language developmental milestones for late childhood shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Expressive vocabulary of 5,000+ words▪ Enjoys reading independently and has favorites▪ Can give an oral report in class▪ Expresses self through arts and crafts▪ Can tell complex stories▪ Can describe the plot of a movie
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
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DO

Briefly discuss the Language developmental milestones for early latency shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Vocabulary grows with school & social contexts▪ Episodes of slang or swearing may occur▪ Physical writing improves/able to write in a straight line with same sized letters▪ Can put ideas into writing▪ Can describe complex ideas & defend opinion
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and to give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for late latency shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Rapid vocabulary advancement▪ Ability to express self in writing advances rapidly▪ Communication includes use of emotion-based logic▪ Can defend opinions with greater logic▪ Writes a 2-3 page report on a topic▪ Active arguing with parent
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



30

FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for early adolescence shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Advanced vocabulary level▪ Communicate includes rational logic▪ Written communication levels advance can construct advanced papers & reports▪ Can debate ideas from two perspectives▪ Complexity in written language exceeds spoken
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and give them an impression of different stages.

DO

Briefly discuss the Language developmental milestones for middle adolescence shown on the slide.



DEVELOPMENTAL STAGES AND MILESTONES LANGUAGE

AGE RANGE	LANGUAGE
Infancy (0-12 months)	<ul style="list-style-type: none">▪ Adult level receptive, expressive & written communication/language capacities▪ Able to articulate perspectives & life goals▪ Social communication advances to adult levels▪ Specialized vocabulary development will occur relative to education and work contexts
Early Toddler (12-24 months)	
Late Toddler (24-36 months)	
Early Childhood (36-48 months)	
Middle Childhood (48-60 months)	
Late Childhood (60-72 months)	
Early Latency (6-7 years)	
Late Latency (8-10 years)	
Early Adolescence (11-14 years)	
Middle Adolescence (15-17 years)	
Late Adolescent (18-21 years)	



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FACILITATOR'S NOTE

- It is not necessary to go through every milestone in detail.
- Feel free to skip some slides.
- The goal is to ensure participants realize there are clear developmental stages and to give them an impression of different stages.

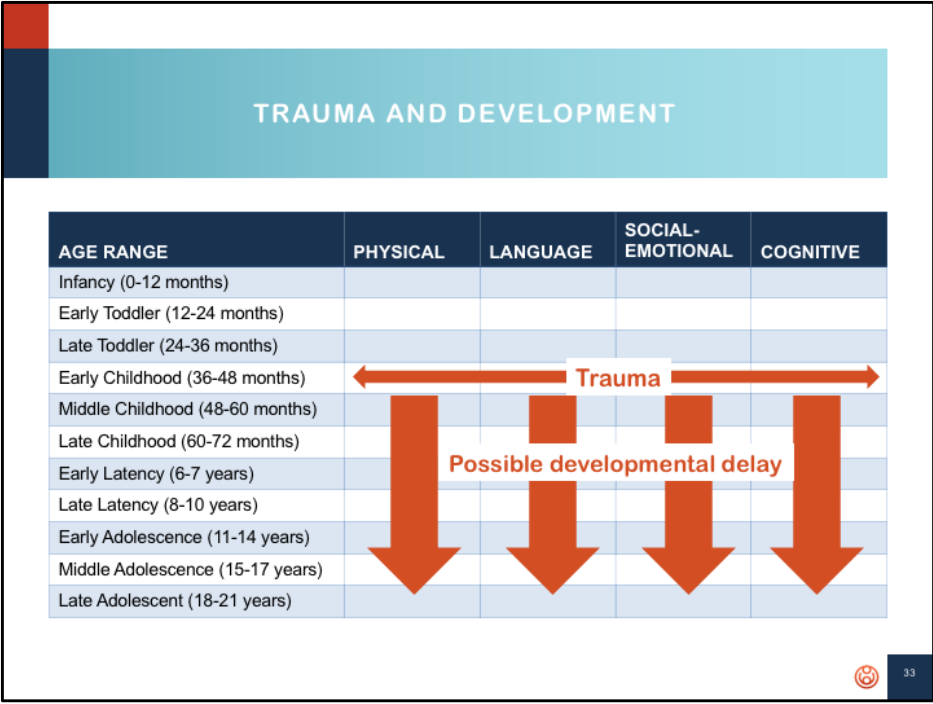
DO

Briefly discuss the Language developmental milestones for late adolescence shown on the slide.

SAY

While no two children are alike in their development, these are the approximate ages at which these milestones would typically be attained. This range of being on target in some areas, ahead in some areas, and behind in other areas is a normal part of childhood development.





SAY

While it is normal for there to be differences in the achievement of developmental milestones, trauma can result in loss of developmental milestones, or the interruption of progression to the next developmental level.

A child might experience trauma such as chronic neglect, emotional or physical abuse, witnessing domestic violence, separation from caregivers, or something as unintended as displacement as a result of a natural disaster. Each of these traumatic experiences can cause interruption and delay of developmental milestones.

Let’s look at the handout and consider what it would look like if a traumatic event occurred during the Early Childhood phase; let’s say for a 3-year-old child. If the child experienced delays in development at age 3 due to trauma, then it will also affect the child’s achieving developmental milestones at age 4 and 5, in the middle childhood stage, because skills build upon one another.

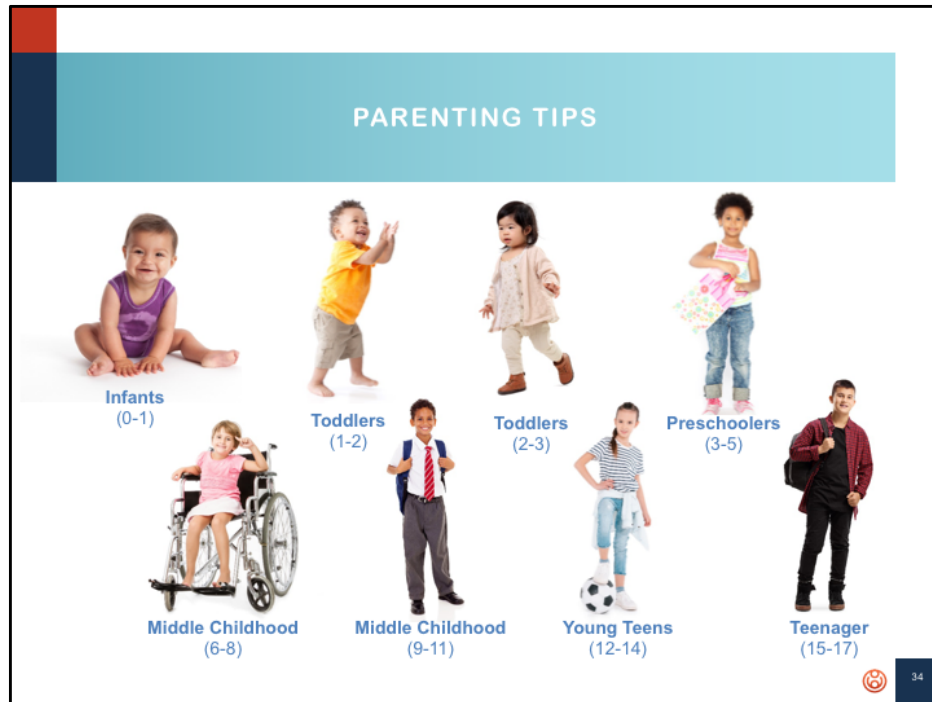
We also need to remember, that for a child who has experienced trauma, there may be delays observed in some areas and not in others. For example, the 3 year old who was impacted by trauma might achieve the physical milestones, but have delays in the Social-Emotional or Cognitive domains. If there is no intervention and the child is not able to catch up for a long time, you can see how it would affect the child’s overall developmental picture and behavior. Again, these delays might happen in only one area or may occur across many developmental areas. Another example might be

that a child may be developing at age level in their large motor skills like walking and running, but have delays in their speech development, and may need some help in this area. Another child may be ahead on in their cognitive abilities; let's say showing signs that they will be an early reader; but be behind in social skills, such as having difficulty getting along with peers in preschool.

These delays call upon the parent to change and/or modify parenting to better support the child's growth and learning. Parents must recognize that due to these delays, a child's inability to "act their age" is not because they don't want to, it is because they often cannot. It is important to engage with professionals who can help to develop strategies that will help the child overcome these gaps in development. It is also essential that fostering or adoptive parents take extra care to provide the child with a sense of safety, predictability, and protection. You want to help children increase their ability to remain calm and regulated and to provide rich developmental experiences to help the child achieve developmental milestones.

The Centers for Disease Control (CDC) have developed a series of Positive Parenting Tips for different age ranges. Let's take a look at them. They will be a good resource for you.





FACILITATOR'S NOTE

- Allow about 10 minutes to discuss the tip sheets.

DO

- Distribute the tip sheets to the participants. There are a total of eight tip sheets, one for each age range shown on the slide:
 - Infants (0-1 year of age)
 - Toddlers (1-2 years of age)
 - Toddlers (2-3 years of age)
 - Preschoolers (3-5 years of age)
 - Middle Childhood (6-8 years of age)
 - Middle Childhood (9-11 years of age)
 - Young Teens (12-14 years of age)
 - Teenagers (15-17 years of age)
- Work with participants to select one of the tip sheets for discussion; (e.g., poll participants the age range they would like to discuss).
- Ask participants to take out the selected tip sheet and briefly review it.
- Allow participants a few minutes for review.
- Ask for a volunteer to read a tip they found important or useful to the entire group.
 - Facilitate a brief discussion on the tip as appropriate.
- Repeat for a few more volunteers as time allows.

SUPPORTING DEVELOPMENT



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SAY

Remember that each new developmental step takes time to master. New developmental steps are linked to changes in the brain. This means that there is growth of new brain cells, brain connections, and other changes that allow for each new developmental ability to be remembered, used, and mastered. This makes way for the next developmental step. This may take time, so it is important to be patient and supportive, and to keep expectations realistic.

As children experience positive feedback and pleasure in their progressive successes, they will be encouraged to continue to achieve more. They feel rewarded, not only within themselves, but also when someone like a parent or teacher notices the achievement and gives them positive feedback—a smile, comment, praise, etc.. Think of the praise a baby gets when they take their first step, and how they keep working at walking more and more. This is the feedback loop that helps to promote developmental progress.

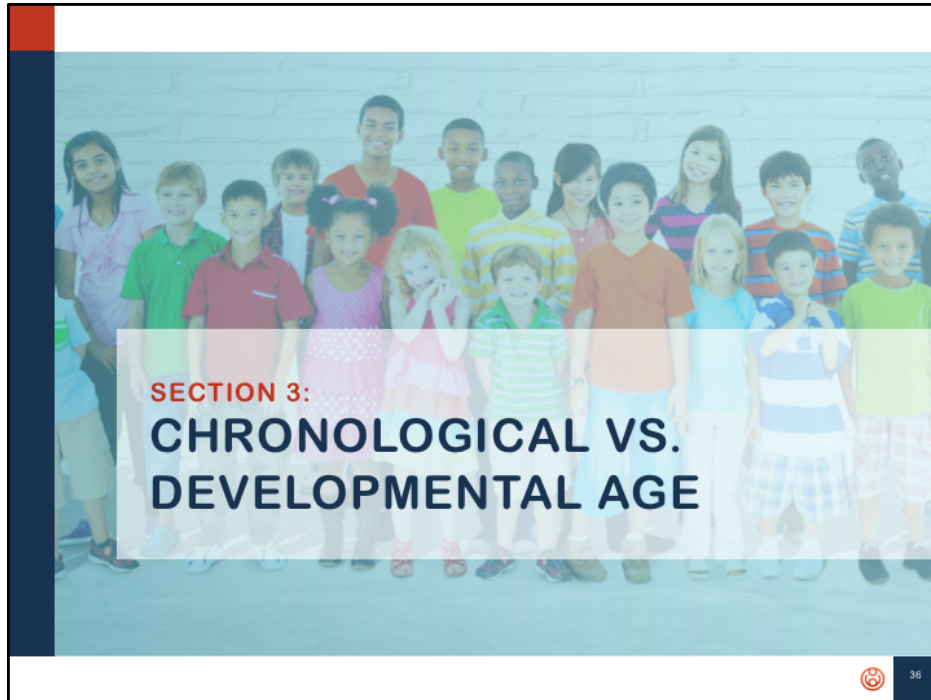
Remember that, when you are concerned that a child may be experiencing developmental delays or regression, it is important to engage the help of a professional skilled in understanding child development (caseworker, physician, psychiatrist, nurse, psychologist, teacher, etc.).



PARAPHRASE

Children with a developmental delay are likely to have a developmental age that's different from their chronological age. The next section takes a closer look at this concept.





FACILITATOR'S NOTE

This section will take approximately 20 minutes.

SAY

Many children in out-of-home care have experienced disruptions in their development, which have caused them to develop at different stages within different domains. This concept is important for parents who are fostering or adopting to understand you may have a 15-year-old child move into your home who physically looks 15; however, emotionally the child may be behaving like a 9 year old; function socially like a child who is 7; cognitively the child may be 8; and sexual development of the child may be 12. Recognizing that the chronological age does not always match where the child is developmentally is crucial. Once this recognition is made and accepted, parents who foster or adopt can adapt their demands/expectations and parenting approach to meet the child at their actual developmental age. By doing this, parents are being emotionally supportive and nurturing of the child (characteristic).

We'll introduce the idea of differences between chronological and developmental age with an activity.



FACILITATOR'S NOTE

In this activity, you will read descriptions of a child's behavior in seven different developmental domains, ask participants to estimate the child's age from the descriptions, reveal the child's actual age, and facilitate a whole-group discussion around the difficulties and challenges for the child and the parents that might result from the differences in developmental and chronological age.

Before the session, draw a simple figure of a child on a flipchart or white board—should be large enough that you can add in different ages guessed by the participants. After each domain is read and discussed, add the guessed age next to the simple figure of a child.

Don't reveal the child's actual age or that this is the same child until all of the domains have been discussed. At that point, you will reveal that this is "Randy" and his age is 13.

SAY

For this activity, we are going to read descriptions of a child's different developmental

domains. After we read each domain, I will ask you to estimate the child's age based on each domain on the card. Let's get started.



DEVELOPMENTAL DOMAIN 1

The parent who is fostering the child has found advertisements of women in lingerie stuffed behind the child's bed.



DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE

- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.

DEVELOPMENTAL DOMAIN 2

The child has difficulty completing basic hygiene skills. He will go for days without brushing his teeth or even showering. The parent repeatedly tells him to take a shower and more specifically to use soap.



DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE

- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.

DEVELOPMENTAL DOMAIN 3

The child had a friend over today to play with, but continued to leave the friend and go off and do his own activity. The parent had to repeatedly tell him to go back and play with his friend.



40

DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE

- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.



DEVELOPMENTAL DOMAIN 4

The child got very upset about his homework tonight. He said he was tired and could not do any work. He slammed down his book and ran into his bed and refused to get up the rest of the night.



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DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE

- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.

DEVELOPMENTAL DOMAIN 5

The parent found the child's homework in the trash after he left for school. When he got home from school, the parent confronted him to find out why. The child continued to state that he did not throw his homework in the trash. Even after being shown the crumpled-up piece of homework, the child continued to state that it was not his.



DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE

- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.

DEVELOPMENTAL DOMAIN 6

The child was completely focused on food. Every morning the only thing that he could think about was breakfast. He would get up in the middle of night and eat, and even then, he could not complete his morning routine until he ate breakfast. When he was hungry, he could not do anything other than focus on getting food.



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DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE

- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.

DEVELOPMENTAL DOMAIN 7



The child had three chores that he was expected to do every weekend. Although they had been explained to him with step-by-step directions, he would always rush through the chores only partially completing them. Each weekend he would run to the parent 5 minutes after starting his chores and state that he was done. Every week the parent had to provide specific directions for each chore; however, the child continued to not complete the chores.



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DO

- Read the developmental domain, or ask a volunteer to read it for you.
- Ask the group what they think the child's age is.
- Facilitate a brief discussion with the group to estimate the child's age.
- Write the estimated age on the flipchart next to the simple drawing of the child.

FACILITATOR'S NOTE


- It does not matter exactly what age is guessed for each card so long as there is an age range guessed among all the cards.





**DEVELOPMENTAL
DOMAINS**
RANDY

- 13 years old
- 7th grade
- Much bigger than most of the kids in his class (5'7", 130 lbs.)



45

SAY

The child we are talking about is Randy. Now that we have identified his developmental stages, let's look at Randy's description:

Randy is 13 years old. He has physically surpassed his foster mother. He is now 5'7" and weighs 130 pounds. As one of the oldest in his seventh grade class, since he was held back one year, he is much bigger than most of the kids in his class. He is often mistaken for being in high school, based upon his appearance. Randy moved into this home at the age of 8 after being in seven placements.

DO


Add all the "ages" to the simple outline drawing of a child on a sheet on the flipchart.

SAY

Ask group: so what do we notice about Randy and his developmental stages?


DO

Facilitate a brief discussion.



DEVELOPMENTAL DOMAINS DISCUSSION QUESTIONS

- Randy is 13 years old. Does this match the ages you guessed?
- What difficulties could Randy encounter based upon his mixed developmental ages?
- What challenges might the mixed developmental ages cause for the parent?

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DO

- Facilitate a large group discussion around the following questions:
 - Randy is 13 years old. Does this match the ages that were guessed based upon the information on the developmental domain cards?
 - What difficulties could Randy encounter based upon his mixed developmental ages?
 - What challenges might the mixed developmental ages cause for the parent who is fostering or adopting, and how might that feel?

SAY

As Dr. Perry discussed in the Prewrite podcast, it is important to parent to the child's developmental age, rather than making assumptions based on the child's chronological age. Understanding that typical development can vary in different domains, parents should consider what the child's behavior tells them about the child's developmental stage in relation to that behavior, and what building blocks they may have missed. Parents who foster and adopt may need to adjust their expectations of the child. For example, consequences for behavior should be at the appropriate developmental level and focused on helping the child add those missing building blocks, and progress to the developmental level and behavior that is more appropriate for their chronological age. By parenting to a child's development age, the parent will be more realistic in understanding and meeting the child's needs (characteristic). This can be confusing and challenging because often a child may act a

certain age in some areas and totally different in other areas, just like Randy.

We will be offering guidance on how to address these differences in other themes to help you parent effectively.

PARAPHRASE

Now, we'll take some time to reflect on what you've learned about child development and how it can influence your parenting.





FACILITATOR'S NOTE

Feel free to do this reflection in class, but if time is short, ask participants to do on their own at home.

SAY

Now, we'll take a few minutes to reflect on what we've learned in this theme.

Now, please open your Participant Resource Manual for this theme.

Think about "Randy" from our activity today. What do you think would be most challenging to you if you were caring for him, as a child with such a mixture in developmental stages? What support might you need? Please write your thoughts in your Participant Resource Manual.

DO (if done in class)

Circulate to provide advice, and answer questions as needed.

Keep track of time.

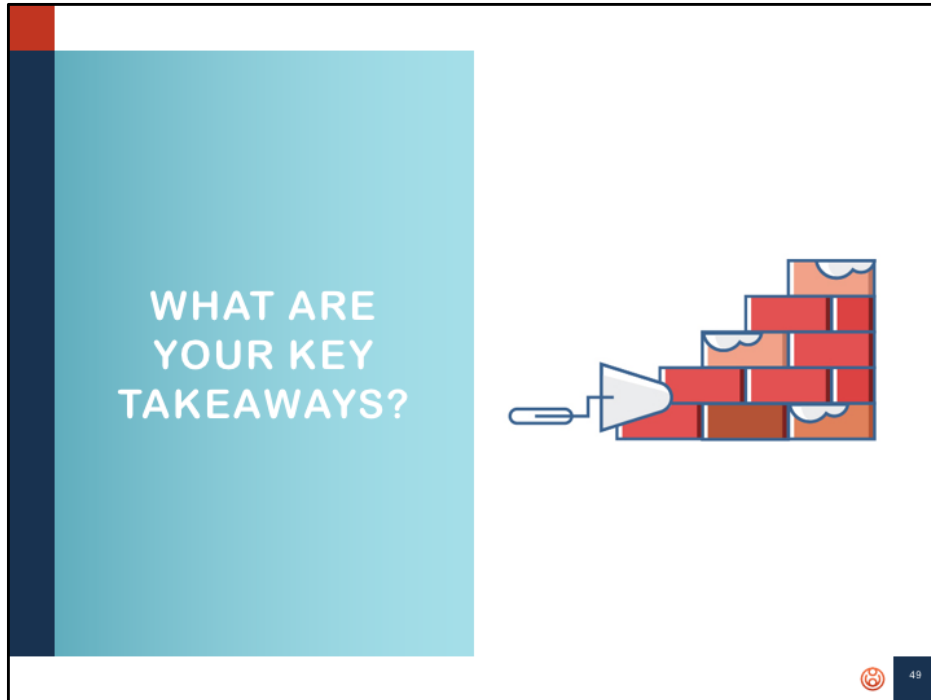
At 4 minutes, give participants a 1-minute warning.

At 5 minutes, move on to the next slide.



SAY

Now, it's time to wrap up by discussing your personal key takeaways from this theme.



ASK

What are your takeaways from this session?

DO

- Facilitate a discussion of key takeaways.
- Record the key takeaways on a flipchart as participants mention them.
- Ensure that the following points come up in some way. Bring the points up yourself, if needed:
 - Child development involves predictable steps or milestones when new abilities/capacities are achieved.
 - Each child has a unique developmental path.
 - Trauma and other factors may cause developmental delays or regressions. These delays should be assessed by a provider skilled in understanding typical and atypical development.
 - Parents who are fostering or adopting should be prepared to adjust their expectations about children's developmental capabilities.
 - Parenting to the developmental stage-rather than the chronological age-and understanding what developmental building blocks have been missed will help the child regain developmental milestones.
 - You will need to be attuned, realistic, and emotionally supportive and nurturing in order to successfully parent a child whose developmental age is different from their chronological age,

Before moving to another theme, make sure to distribute the post-test for this theme, have all participants complete it and then collect the post-tests.





FACILITATOR'S NOTE

Showing this closing quote slide and Paraphrasing the points below will only be done once per day.

If you are moving on to another theme today, simply remind participants of the resources on the Portal and invite participants to take a break or stretch or breathe, and begin the next theme.

If you are ending for the day collect the name tents.

If combining several themes together on one day, cover the closing quote at the end of the last theme for that day. In a warm, welcoming tone, thank everyone for attending and their thoughtful participation and attention. Remind the participants that although this training may seem long, it is critical for them to gather the knowledge, attitude, and skills that are needed as they embark on this journey because they ultimately will play a huge role in the lives of children and families.

PARAPHRASE

Close out the day by covering the below topics.

- Remind participants that Resources for this theme are on the Portal.
- Remind participants of the date/time for the next day of classes.
- Let participants know if there are any changes to the location.

- Encourage participants to contact you (or other facilitators) prior to the next day of classes with any questions or concerns.
- Review the topics that will be covered during the next day of classes and provide participants with clear instructions on what they need to do ahead of time to be prepared (this would include any paperwork associated with the process to become a foster or adoptive parent and the Prework that must be done for the themes that will be covered in the next day of classes).
- Remind participants to take their **Participant Resource Manual** with them and to bring them to the next class.





For more information, visit:
ntdcportal.org

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**National Training and
Development Curriculum**
FOR FOSTER AND ADOPTIVE PARENTS



ADDENDUM: INCLUSION MATERIALS FOR TARGET POPULATIONS

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ADDENDUM FOR KINSHIP CAREGIVERS

There is no addendum material for this theme for kinship caregivers.



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ADDENDUM FOR AMERICAN INDIAN ALASKAN NATIVE
FOSTER AND ADOPTIVE FAMILIES

There is no addendum material for this theme for American Indian Alaskan Native foster and adoptive families.



ADDENDUM FOR FAMILIES WHO ADOPT VIA THE
INTERCOUNTRY/PRIVATE DOMESTIC PROCESS

There is no addendum material for this theme for families who adopt via the intercountry or private domestic process.



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